

Adolescent Literacy Across the Curriculum

"Minding Our Ps & Ks" ~ a structure to help students read for meaning

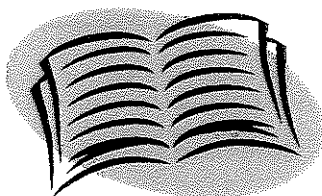
Preview - skim over / scan for ... / treasure hunt / shared reading of SURFACE FEATURES

Predict - what is text most likely to be about? What might be some important ideas in this text?

Prior Knowledge - what do I / we already know about this?

Purpose - why are we reading this? What is the learning?

Key questions? Key words? Key concepts?



Previewing for:

- main headings
- sub headings
- pictures, tables, diagrams, icons, charts,
- captions
- larger words
- use of **bold** and *italics* and other font styles
- numbers & bullet points
- brackets, dashes, bullet points
- boxes, borders
- colour coding (for sections of text, for ideas)

Predicting how some of these features connect ... and what that portion of text might be about.

Sharing aloud your thinking as a model for your students. Then encourage them to try a text. Do this regularly and discuss why we do it . *Explicitly* discuss what strategies are we using and why.



Adolescent Literacy?

Adolescents entering the adult world in the 21st century will read and write more than in any other time in human history. ... They will need literacy to cope with the flood of information they will find everywhere ... in a complex and sometimes even dangerous world, their ability to read will be crucial."

(Moore et al. 1999, p.99)

Reading / writing demands fundamentally different from those placed on students in primary schools.

- ☐ more wide text genre
- ☐ text sophistication
- ☐ more specialised content areas
- ☐ connect information from variety sources (headings, graphs, captions, running text, tables, etc).
- ☐ more complex concepts & textual relationships
- ☐ often non-sequential organisation

NCEA requirements mean students have to:

Close read (independently) ...
 Identify key words, key viewpoints
 Compare issues ...
 Paraphrase ...
 Use appropriate language to -
 describe... analyse ...evaluate ..
 Engage with insight ...
 Synthesise & construct (new) text ...

Year 9 / 10 → Yr 11 / 12 / 13

All teachers are teachers of literacy (in their learning area) by:

- being aware of literacy challenges in their context area
- developing a detailed understanding of the literacy skills needed in this context
- planning & modelling relevant & explicit literacy strategies
 to equip their students to
read the texts they encounter with
understanding & independence